

## EXPLORING THE ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND DEMOGRAPHIC FACTORS AMONG SCHOOL TEACHERS

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### ABSTRACT

This study explores to record how school teachers' demographic characteristics, including age, educational background, and location, relate to the four main components / dimensions of emotional intelligence (EI): self-awareness, motivation, empathy, and social skills. Using a validated Emotional Intelligence scale, this study has been done based on the survey using a sample of 150 school teachers in recognition of the importance of Emotional Intelligence (EI) in effective teaching, especially in forming interpersonal relationships, classroom management, and decision-making. Significant correlations between particular EI components and the stated demographic characteristics were found by statistical analysis, utilizing the Chi-Square Test of Independence. For instance, metropolitan location was associated with improved social skills, while older educators and those with more education demonstrated better levels of self-awareness and empathy. These results highlight how crucial it is for teacher preparation programs to take demographically sensitive methods. To promote more emotionally competent teaching settings and better overall educational achievements, the school administrators and legislators are suggested to create focused EI development modules, especially for younger or less experienced instructors and those in remote locations.

### INTRODUCTION

Teachers' roles in today's quickly changing educational environment go far beyond simply imparting knowledge. In order to fulfill their roles as mentors, emotional support systems, learning facilitators, and role models, teachers must possess both pedagogical expertise and emotional intelligence. Emotional intelligence (EI) becomes crucial in this situation. The ability to recognize, evaluate, and control one's own and others' emotions is known as emotional intelligence (EI), a term made popular by Daniel Goleman in his seminal work *Emotional Intelligence "Why It Can Matter More Than IQ (1995)"*. Self-awareness, self-regulation, motivation, empathy, and social skills are the five basic areas of emotional intelligence that Goleman's model highlights. However, this study concentrates on four of these elements because of their direct application to educational practice.

The importance of emotional intelligence (EI) in the teaching profession has been reaffirmed by numerous studies. Stronger classroom management, improved student-teacher interactions, and increased resistance to work-related stress are all traits of teachers with high EI (Jennings & Greenberg, 2009; Brackett & Katulak, 2007). (REF: 01). Emotional intelligence (EI) has been associated with increased work satisfaction, better communication, and more effective

teaching, all of which have an impact on students' academic and emotional growth, as well as, the wellbeing of teachers (Corcoran & Tormey, 2013). (REF:02)

However, life experiences, introspection, and social interactions all contribute to the development of emotional intelligence, which is not a set attribute. A person's EI may be influenced by a number of demographic parameters, including age, educational attainment, and location (rural vs. urban). Higher education can promote greater self-awareness and social functioning, while age frequently corresponds with improved emotional maturity. Furthermore, the environment—rural or urban—may influence coping strategies and social exposure, which in turn, affects the growth of emotional competences (Mayer, Salovey, & Caruso, 2008) (REF:03)

Although the advantages of emotional intelligence (EI) in education have been discussed in previous research, there are still relatively few empirical studies looking at how demographic factors affect particular EI aspects among teachers, specially, in the Indian context. To close this gap, the current study uses Chi-Square analysis to look into the relationship between the four main components of EI among school teachers and demographic characteristics (Age, Educational Qualification, and Locality).

By contextualizing emotional intelligence within the socio-demographic realities of educators, this research aims to contribute to both academic discourse and practical frameworks for teacher development programs. Understanding these relationships is essential for informing policies and practices that support emotionally competent teaching, ultimately enhancing the quality of education.

## **OBJECTIVES**

- To study the level of Emotional Intelligence among school teachers.
- To examine the association between Self-Awareness and demographic variables among school teachers.
- To examine the association between Motivation and demographic variables among school teachers.
- To examine the association between Empathy and demographic variables among school teachers.
- To examine the association between Social skills and demographic variables among school teachers.

## **HYPOTHESES**

- Ho1: There is no significant variation in Emotional Intelligence levels of school teachers
- Ho2: There is no significant association between Self-Awareness and demographic variables (Age, Educational qualification and Locality) among school teachers.
- Ho3: There is no significant association between Motivation and demographic variables among school teachers.

- Ho4: There is no significant association between Empathy and demographic variables among school teachers.
- Ho5: There is no significant association between Social Skills and demographic variables among school teachers.

## **REVIEW OF LITERATURE**

Goleman (1995) conceptualized Emotional Intelligence (EI) as the ability to recognize, understand, and manage emotions in oneself and others. In the context of teaching, EI is crucial for effective communication, empathy, and classroom management.

Students' emotional intelligence, academic achievement, and engagement are all markedly improved by strong, emotionally intelligent teacher-student relationships. Support helps students flourish, which improves attendance and completion rates. Similarly, teachers who have good, low-conflict relationships are less likely to burn out and are more satisfied with their jobs. These reciprocal advantages demonstrate how important emotional ties are to raising teacher wellbeing and student achievement in all educational contexts. (REF:04)

Emotional intelligence (EI), according to Bar-On (1997), is a collection of abilities that affect how people handle social and personal circumstances. He created the EQ-i, a 133-item test that evaluates 15 aspects of emotional intelligence in five areas: general mood, stress management, interpersonal, intrapersonal, and adaptability. These include, among other things, problem-solving skills, optimism, stress tolerance, empathy, and self-awareness. (REF:05)

172 faculty members in Jordan and the United Arab Emirates participated in a study that used an Arabic Self-Awareness Scale, and the results showed a moderate level of self-awareness (mean 3.54). Faculty with more than 11 years of experience demonstrated higher levels of self-reflection, but no gender differences were seen. Faculty in the humanities and social sciences demonstrated different self-awareness characteristics according to their areas of expertise.(REF:06)

The study emphasizes how geography, age, and gender have a big impact on teacher motivation. Urban instructors do better than rural ones, probably because of greater resources, while older teachers are more motivated because of their experience and job satisfaction. There were specific gender variances. To close these inequalities in motivation, targeted interventions and policies are required. (REF:07)

The most thorough examination of empathy across age, gender, occupation, and personality is provided by this UK study. Compared to males, women reported higher levels of empathy, with men's empathy decreasing more sharply with age. In senior persons, perspective taking decreased, while empathetic concern was constant. While neuroticism had conflicting impacts, empathy was improved by education, careers providing care, and qualities like agreeableness and openness. Even after adjusting for social and economic variables, these trends persisted. The study questions the notion that empathy deteriorates consistently with age and urges a

more thorough investigation of the psychological and cultural foundations of empathy. (REF:08)

64.41% of secondary school teachers in Kerala had average social intelligence, compared to 17.80% who had low and high levels, according to the survey. Social intelligence differed among school management types, and male instructors scored noticeably higher than female teachers. Academic credentials have little effect on social intelligence, but service experience did. In order to create emotionally intelligent learning environments that improve classroom dynamics and student outcomes, these findings highlight the need for focused professional development, particularly for female and less experienced instructors. They also recommend a review of school administration procedures. (REF:09)

### **SIGNIFICANCE OF THE STUDY**

#### **1. Assesses Overall EI Levels in Teachers**

Identifies the current emotional intelligence status among school teachers, providing a baseline for capacity-building interventions.

#### **2. Links Self-Awareness to Demographic Profiles**

Highlights how factors like age, gender, and experience shape teachers' self-awareness, aiding in targeted training approaches.

#### **3. Analyzes Motivation Across Demographics**

Reveals how motivation levels differ among teachers based on their socio-demographic background, helping improve job satisfaction and retention.

#### **4. Explores Empathy Variation with Demographic Variables**

Uncovers how empathetic abilities vary among teachers, supporting inclusive classroom practices and emotional support strategies.

#### **5. Examines the Impact of Social Skills**

Demonstrates how demographic traits affect teachers' social skills, essential for effective communication, collaboration, and classroom management.

#### **6. Supports Evidence-Based Policy and Training**

Provides actionable insights to educational administrators for designing EI-based teacher development programs, tailored to demographic needs.

#### **7. Improves Teaching Effectiveness and Student Outcomes**

Emphasizes the role of EI in fostering a positive learning environment, improving student engagement, and enhancing academic success.

### **METHODOLOGY**

- This study employed a quantitative research design to assess the associations between Emotional Intelligence components and demographic variables.
- A total of 150 school teachers from various educational institutions participated in the study. The sample was diverse in terms of age (40 & below vs. 41 & above), educational qualification (U.G.vsP.G.) and locality (urban vs rural).
- Instrument: A validated Emotional Intelligence scale was used to measure four key EI dimensions: Self-Awareness, Motivation, Empathy, and Social Skills. Emotional Intelligence

- Questionnaire for school teachers (EIQT) – has been constructed and validated by investigator. Going by the Cronbach's Alpha of 0.969, the tool - questionnaire, has been found reliable and consistent internally.
- The categories of word responses obtained were 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree.
- Statistical Technique: Chi-Square Tests of Independence were conducted to determine whether there were significant relationships between each EI component and the demographic variables (Age, Educational Qualification, and Locality).

**RESULTS & DISCUSSION**

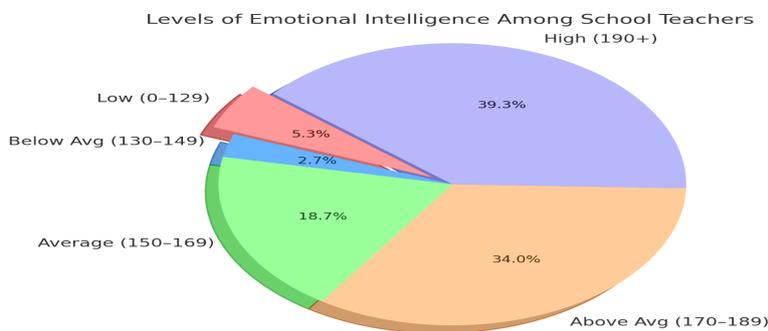
**01. Emotional Intelligence levels among school teachers**

- **H<sub>0</sub>1: There is no significant variation in Emotional Intelligence levels of school teachers**

**Table 1:** Shows the level of emotional intelligence of school teachers.

Category	Score Range	Frequency (n)	Percentage (%)
Low	0 – 129	8	5.6%
Below Average	130 – 149	4	2.8%
Average	150 – 169	28	19.4%
Above Average	170 – 189	51	35.4%
High	190 and above	59	41.0%
<b>Total</b>	—	<b>150</b>	<b>100%</b>

**Chart 01**



**Thus, the observed data supports the rejection of the null hypothesis (H<sub>0</sub>) and accepts the alternative hypothesis (H<sub>1</sub>)**

**02. Self-Awareness vs Demographic Variables**

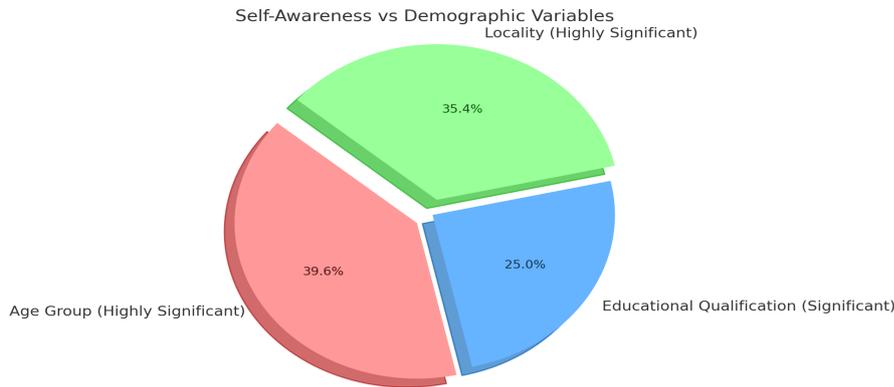
**H<sub>0</sub>2:** There is no significant association between Self-Awareness and demographic variables among school teachers.

The Chi-Square test revealed significant associations between Self-Awareness and all three demographic variables. This suggests that the capacity for self-awareness among teachers varies with educational attainment, age, and locality. The detailed results are presented below:

Table 1: **Self-Awareness vs Demographic Variables**

Variable	$\chi^2$ Value	Df	p-value	Significance
Age Group	52.5	21	< .001	Highly Significant
Educational Qualification	33.2	21	0.044	Significant
Locality	46.9	21	< .001	Highly Significant

Chart 2



### 03. Motivation vs Demographic Variables

H<sub>03</sub>: There is no significant association between Motivation and demographic variables among school teachers.

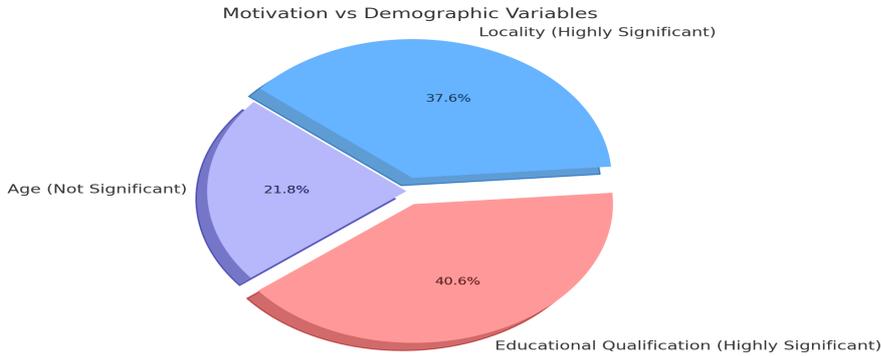
The Chi-Square test indicated that Motivation is significantly associated with Educational Qualification and Locality, but not with Age. This implies that teachers' intrinsic drive may be shaped more by their education and environment than by their age.

Table 2 : **Motivation vs Demographic Variables**

Variable	$\chi^2$ Value	df	p-value	Significance
Age	19.0	15	0.213	Not Significant
Educational Qualification	35.3	15	0.002	Highly Significant

Locality	32.7	15	0.005	Highly Significant
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**Chart : 3**



**04. Empathy vs Demographic Variables**

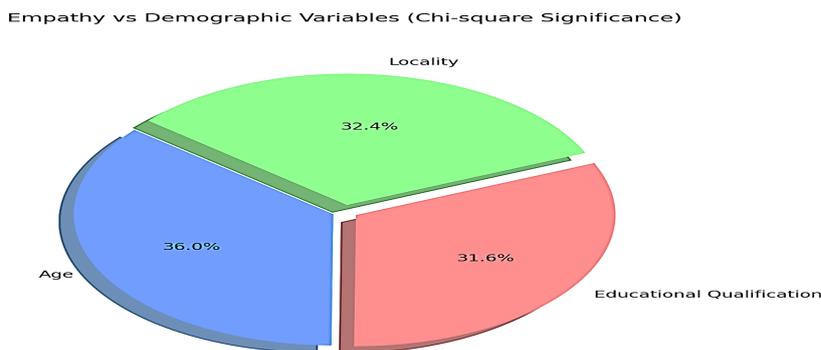
H<sub>0</sub>4: There is no significant association between Empathy and demographic variables among school teachers.

Empathy, or the ability to understand and share the feelings of others, showed statistically significant associations with all three demographic factors. This reinforces the idea that demographic background plays a vital role in shaping emotional sensitivity among teachers.

**Table 3: Empathy vs Demographic Variables**

Variable	N	$\chi^2$ Value	Df	p-value	Significance
Age	150	41.0	17	<.001	Highly Significant
Educational Qualification	150	36.0	17	0.005	Significant
Locality	150	36.9	17	0.003	Significant

**Chart 4**



**05. Social Skills vs Demographic Variables**

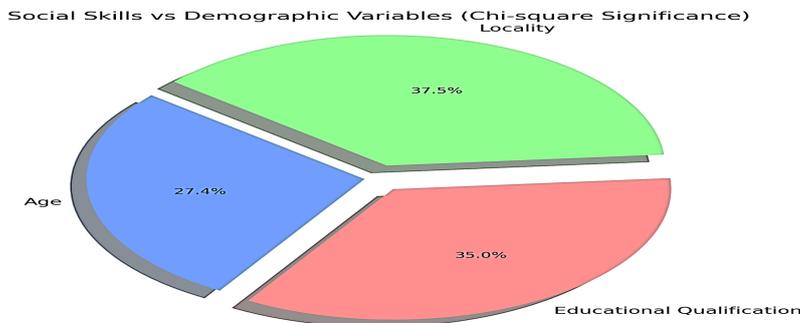
Ho5: There is no significant association between Social Skills and demographic variables among school teachers.

Social Skills involve the ability to build relationships, communicate effectively, and collaborate. Chi-Square analysis shows that all three demographic factors—Age, Educational Qualification, and Locality—are significantly related to this EI component.

Table 4 Social Skills vs Demographic Variables

Variable	$\chi^2$ Value	df	p-value	Significance
Age	33.0	18	0.017	Significant
Educational Qualification	42.2	18	0.001	Highly Significant
Locality	45.2	18	< .001	Highly Significant

Chart 5



**Summary of the Results & Discussion**

1. The majority of 150 school teachers have strong emotional competence, according to the distribution of their Emotional Intelligence (EI) scores. In particular, 76.4% of teachers had well-developed EI, with 59 (41%) scoring in the High range (190 and above) and 51 (35.4%) in the Above Average range (170–189). Only a tiny portion of instructors (2.8% and 5.6%) were classified as Below Average and Average, respectively, whereas 28 teachers (19.4%) scored Average EI (150–169). According to these findings, teachers' emotional intelligence profiles are typically healthy, while those who scored lower require specialized assistance to improve their interpersonal and emotional intelligence.
2. Self Awareness the dimension of Emotional intelligence (EI) has a statistically significant correlation with educational attainment and a very significant correlation with both age group and location, according to the chi-square study. Given the high correlation with age, it is likely that professional experience and emotional maturity have an impact on EI levels. In a similar vein, locality-based variations emphasize how sociocultural and environmental elements influence emotional abilities. The importance of educational credentials suggests

that social skills, empathy, and self-awareness are developed through academic success. In order to guarantee healthy emotional development across a range of educator profiles, these findings highlight the necessity of customized EI treatments in teacher preparation programs that take demographic aspects into account.

3. According to the data, there is no significant correlation between age and emotional intelligence (EI) ( $p = 0.213$ ) in other words ‘Motivation’, indicating that EI values are constant throughout age groups. Nonetheless, there are extremely significant correlations between EI and locale ( $p = 0.005$ ) and educational background ( $p = 0.002$ ). This suggests that a teacher's sociocultural surroundings and advanced educational background are important factors in determining their emotional intelligence. Teachers with postgraduate degrees and those who work in metropolitan or semi-urban regions typically have higher EI. These results demonstrate that for professional development to be effective, educational institutions must concentrate on location-specific and qualification-based EI training.
4. ‘Empathy’ the dimension of Emotional intelligence (EI) and age have a very significant connection ( $p < .001$ ) according to the chi-square analysis, suggesting that EI differs significantly across age groups, most likely as a result of maturity and experience. Considerable correlations are also found between locale ( $p = 0.003$ ) and educational qualification ( $p = 0.005$ ), indicating that sociocultural milieu and academic background have a considerable impact on EI levels. Teachers from metropolitan or semi-urban settings and those with more education may have more resources and exposure to help them enhance their emotional intelligence. These results highlight how crucial it is to create location-specific, qualification-based, and age-responsive EI training for teacher education and professional development programs.
5. Social skills under Emotional intelligence (EI) and all three demographic variables—age ( $p = 0.017$ ), educational attainment ( $p = 0.001$ ), and locale ( $p < .001$ )—have substantial correlations, according to the statistical data. Locality and educational background had highly significant effects, suggesting that sociocultural settings and more academic accomplishment have a big impact on the development of EI. Age also has a significant impact, indicating that emotional abilities are influenced by generational variables and experience. In order to ensure balanced emotional growth and enhanced teaching efficacy across a range of educational contexts, these findings emphasize the necessity for educational institutions to undertake Emotional Intelligence (EI) training that is customized to instructors' age, academic background, and geographic location.

#### STUDY LIMITATIONS:

- **Sample Size and Scope:** Because the study was restricted to a particular group of educators, it might not accurately reflect the diversity found in other areas or educational systems.
- **Self-Reported Data:** Self-reported instruments, which may be vulnerable to subjective interpretations or response bias, were used to measure emotional intelligence.

- **Cross-sectional Design:** Because the study only collected data once, it was not possible to determine causality or evaluate how emotional intelligence changed over time.
- **Unaccounted Variables:** The analysis did not include other potentially significant elements such as personality traits, teaching experience, or institutional support.

## **CONCLUSION**

The results of the study clearly show that the emotional intelligence dimensions of school teachers—self-awareness, motivation, empathy, and social skills—are greatly influenced by demographic factors, especially age, educational background, and place of residence. According to the study, self-awareness and motivation are statistically significantly correlated with age, suggesting that emotional maturity advances gradually over time. Higher academic achievement appears to promote emotional depth and interpersonal efficacy, as evidenced by the highly substantial correlation found between educational qualification and empathy and social skills. With teachers from various geographic locations exhibiting a range of emotional abilities, locality emerged as a crucial element, underscoring the significance of cultural and environmental effects. These findings support the idea that emotional intelligence varies among teachers and is influenced by particular socio-demographic characteristics. The study comes to the conclusion that in order to ensure more equal emotional capacity building and improve educators' overall effectiveness, teacher training and professional development programs need to be customized to meet these demographic gaps.

## **FURTHER SCOPE FOR RESEARCH:**

- **Longitudinal Studies:** To monitor the evolution of emotional intelligence over time and evaluate the causal links between EI and environmental or demographic factors, future studies may use a longitudinal approach.
- **Expanded Demographics:** A more representative understanding may be obtained by including a larger and more varied sample, such as teachers from various educational boards, private versus public institutions, or rural versus urban clusters.
- **Comparative Research:** Research comparing pre-service and in-service teachers, as well as educators in various nations or cultural contexts, may provide more profound understandings of the development of emotional intelligence.
- **Intervention-Based Research:** Assessing how specific EI training programs affect classroom environment and teaching efficacy will increase the findings' applied usefulness.
- **Other Factors:** Including factors such as years of teaching experience, school type, student demographics, and institutional support may reveal more factors that affect EI.
- **Mixed-Methods Approach:** To improve the interpretation of EI in actual teaching environments, future research may profit from fusing quantitative data with qualitative insights (such as interviews or classroom observations).

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